



Morgan Hill Unified School District

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Morgan Hill Unified School District Needs Your Help to Implement the Historical Change in School Funding Formula

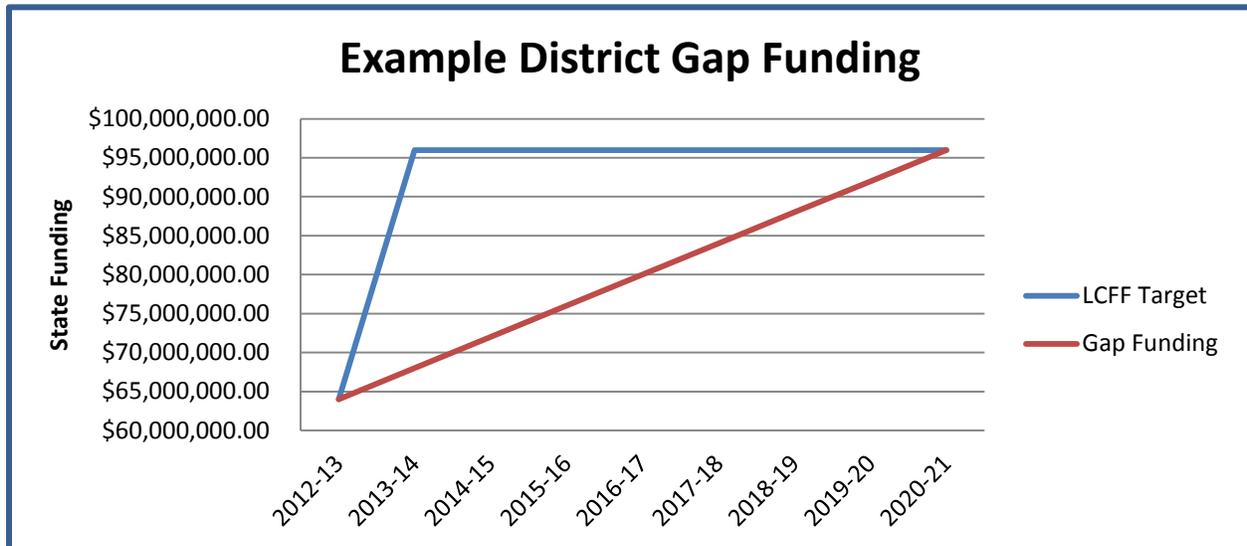
Background

Until this school year, revenues sent to the schools were based on an antiquated formula created in the early 1970's. Since the creation of the 40 year-old revenue limit formula, Californians have complained of the inequities and lack of appropriate funding for our state's public schools. Schools also suffered from funding restrictions which forced districts into developing budgets based on regulations rather than local needs. When programs were legislated or funds were shifted for specific purposes, designated money could not be switched from category to category by a local district or a school. In many instances, unused money had to return to the issuing government agency rather than be put toward locally identified alternate needs. A modified flexible spending plan was developed soon after the turn of the millennium but only when public school funding was further slashed due to the State's budget crisis in the early 2000's. Public schools received much less money, but the legislature gave schools choices about which programs to fund. In the past two years, the State's economic recovery brought new hope and cries for replenishing the State's educational investment in our children and the need for local authority on use of this investment. It wasn't until this past summer that the State Legislature adequately responded to the cries of local communities.

New School Funding Law

On the first of July in 2013, the Governor signed into law a new system for funding public education. The 2013–14 Budget Act created the Local Control Funding Formula (LCFF). The new formula eliminates revenue limits and most state categorical programs for allocation. Schools now receive funding based on the demographic profile of the students they serve. The inequities found between districts are designed to be eliminated over time and local school communities, not the legislature, will now determine how the funds can best be used to improve outcomes of students. The law permits greater flexibility of use by the elimination of most of the categorical programs. Until full implementation, however, local educational agencies (LEAs) will receive roughly the same amount of funding they received in 2012–13. California is still 48th out of 50 states in per pupil spending. For 2014 and beyond, the LCFF design proposes an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels. The budget projects the time frame for full implementation of the LCFF to be eight years.

The eight-year goal for closing the state’s funding gap is represented here:



Funding by Student Characteristics

The following is Grade level base grant target LCFF funding amounts for school districts and charter schools:

Grade Span	Base Grant
K-3	\$6,845
4-6	\$6,947
7-8	\$7,154
9-12	\$8,289

In addition to the above, schools can receive an additional \$712 for each student in K-3 for class-size reduction and \$216 for each student in 9-12 for career pathway programs. Allocations are also enhanced for students identified as English learners, coming from limited income homes, or those who are foster youth.

Local Control Accountability Plan (LCAP)

As part of the LCFF, school districts, county offices, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014. Morgan Hill started the LCAP process by reaching out to the community for input on programs. The Board recently adopted the District’s Mission, Vision, and Values (attached - link here). Our District will submit LCAP using the template adopted by the State Board of Education on or before July 1, 2014

and every three years thereafter to plan and use funds aligned with the eight state priorities included in the new law:

1. **BASIC SERVICES.** Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair. (Compliance with Williams requirements)
2. **COMMON CORE STATE STANDARDS.** Implementation of the academic content and performance standards adopted by the State Board of Education, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.
3. **PARENT INVOLVEMENT.** Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
4. **PUPIL ACHIEVEMENT.** Measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.
5. **PUPIL ENGAGEMENT.** Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.
6. **SCHOOL CLIMATE.** Measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.
7. **COURSE ACCESS.** The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
8. **STUDENT OUTCOMES.** Other indicators of student performance in specific areas.

Morgan Hill's Plan for Input

The Morgan Hill community will participate in the creation of the plan through eight different workgroups aligned with the identified priorities.

December 2013-January 2014:	Identify LCAP Work Groups
January-April 2014:	Data Collection-Surveys-Education and Input Meetings
April 2014:	Establish Goals
January-May 2014:	Develop Action Plan
January-May 2014:	Assign Resources
April 2014:	Present Draft Plan for Input
May 2014:	Conduct a Formal Public Hearing
June 2014:	Board Approval and Submission to the County Office of Education

The LCAP provides more transparency in school budgeting and offers community members an opportunity to help shape budgets, establish goals, and prioritize strategies to achieve them. There will be multiple opportunities to provide input toward the district goal development and the LCAP plan. Morgan Hill is a leading district for the implementation of the State's new funding plan. We look forward to having all members of the south San Jose, Morgan Hill, and San Martin cities join in creating a model program to maximize the use of funds for our students' benefit.

Steve Betando
Interim Superintendent

December 31, 2013